Behaviour Policy and Statement of Behaviour Principles

St Vincent's School for Sensory Impairment and Other Needs

Approved by:	Mr. L. Green	**Date:** 13.10.2026
Last reviewed on:	09/2026	
Next review due by:	09/2028	

Contents

1. Aims 3
2. Legislation and statutory requirements 3
3. Definitions 4
4. Bullying 4
5. Roles and responsibilities 6
6. Pupil code of conduct 8
7. Rewards and sanctions 8
8. Behaviour management 13
9. Pupil transition 17
10. Training 17
11. Monitoring arrangements 19
12. Links with other policies 24
Appendix 1: written statement of behaviour principles 25
Appendix 2: letters to parents about pupil behaviour – templates 26

1. Aims

This policy aims to:

- Create a safe, calm and purposeful learning environment where all pupils can thrive
- Provide a consistent and inclusive approach to behaviour management that takes account of individual pupils' needs
- Define what we consider to be unacceptable behaviour, including bullying and discriminatory behaviour
- Set out clear expectations for how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions, and our commitment to using sanctions proportionately
- Promote positive behaviour and good attitudes to learning for all pupils, with particular attention to those who are disadvantaged, have SEND, are known to children's social care, or face other barriers to learning and wellbeing
- Ensure that our approach to behaviour management complies with our duties under the Equality Act 2010, including making reasonable adjustments for disabled pupils
- Recognise that behaviour issues may indicate safeguarding concerns and ensure appropriate support is provided

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools (February 2024)
- Searching, screening and confiscation at school (July 2023)
- The Equality Act 2010 (June 2015) – updated June 2018
- Use of reasonable force in schools (July 2013) – updated January 2025
- Supporting pupils with medical conditions at school (September 2014) – updated August 2017
- Keeping children safe in education (September 2025)

It is also based on:

- The special educational needs and disability (SEND) code of practice (June 2014) – updated September 2024
- Section 175 of the Education Act 2002 (June 2021), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006 (April 2012), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- The Equality Act 2010, which places a duty on schools to:
    - Eliminate discrimination, harassment and victimisation
    - Advance equality of opportunity between people who share a protected characteristic and those who do not
    - Foster good relations between people who share a protected characteristic and those who do not
    - Make reasonable adjustments for disabled pupils and not discriminate against pupils because of their disability

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Low-level disruption that prevents learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see section 4)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment, including sexual comments, jokes, or physical behaviour
- Vandalism
- Theft
- Fighting or physical aggression
- Smoking, including vapes
- Racist, sexist, homophobic, biphobic, transphobic or other discriminatory behaviour
- Use of derogatory or offensive language related to protected characteristics
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - Personal voice recorders (of any kind)
    - Behaviour that brings the school into disrepute, including when outside school

We recognise that what constitutes misbehaviour may vary depending on a pupil's individual needs and circumstances. Staff will use their professional judgement and consider whether behaviour may be related to unmet needs, SEND, or other factors before applying sanctions.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, or any behaviour motivated by prejudice against someone's race, ethnicity or nationality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic, biphobic or transphobic	Behaviour motivated by prejudice against someone's actual or perceived sexual orientation or gender identity
Related to SEND or disability	Behaviour motivated by prejudice against someone's special educational needs or disability
Related to religion or belief	Behaviour motivated by prejudice against someone's religion or belief, or lack of religion or belief
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We recognise that bullying can be motivated by actual or perceived differences between pupils, and is often directed at pupils who:

- Are socioeconomically disadvantaged
- Have SEND
- Are looked-after or previously looked-after
- Have caring responsibilities
- Are from particular ethnic or religious groups
- Are LGBTQ+ or are perceived to be LGBTQ+
- Have particular physical characteristics or health conditions

Our approach to preventing and addressing bullying:

- We create a positive environment where bullying, unlawful discrimination, harassment, victimisation and derogatory language are not tolerated

- Staff are trained to recognise the various forms bullying can take
- Pupils feel confident reporting incidents of bullying when they occur
- We deal with bullying incidents quickly and effectively so they are not allowed to spread
- We support pupils who are affected by bullying so they feel safe and confident at school
- We work with pupils who display bullying behaviour to help them understand the impact of their actions and change their behaviour
- We work with parents and external agencies where necessary

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

All incidents of bullying will be recorded on CPOMS and monitored to identify patterns and ensure effective intervention.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness and holding the Headteacher to account for its implementation
- Ensuring the school complies with its duties under the Equality Act 2010, including in relation to behaviour management
- Receiving regular reports on behaviour data, including analysis of any disproportionate impact on particular groups of pupils
- Ensuring that appropriate action is taken where disparities in behaviour outcomes are identified

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the Governing Body and SLT, giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly
- Ensuring that behaviour management approaches are inclusive and take account of pupils' individual needs
- Analysing behaviour data regularly (at least half-termly) to identify any trends that show disproportionate impact on particular groups of pupils
- Taking action to address any disparities identified in behaviour data
- Ensuring that staff receive appropriate training on behaviour management, including inclusive approaches
- Ensuring that the policy is communicated clearly to pupils, parents and staff
- Ensuring that behaviour issues are considered in the context of safeguarding
- Working with external agencies to support pupils with additional needs

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour and building positive relationships with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering whether a pupil's SEND or disability has contributed to misbehaviour before applying sanctions
- Making reasonable adjustments for pupils with SEND while maintaining high expectations
- Recording behaviour incidents promptly and accurately on CPOMS, including relevant information about the pupil's needs and circumstances
- Identifying pupils who may need additional support to meet behaviour expectations
- Flagging patterns of challenging behaviour to the SENCO for investigation into possible unmet or unidentified needs
- Recognising that behaviour issues may indicate safeguarding concerns and reporting concerns to the DSL
- Communicating with parents about behaviour concerns in a timely and constructive manner
- Working collaboratively with parents and external agencies to support pupils

The senior leadership team will support staff in responding to behaviour incidents and ensure staff have access to appropriate training and resources.

5.4 The SENCO

The SENCO is responsible for:

- Investigating patterns of challenging behaviour that may indicate unmet or unidentified SEND or mental health needs
- Advising staff on reasonable adjustments and differentiated approaches for pupils with SEND
- Working with external specialists to assess and support pupils with additional needs
- Ensuring that pupils with SEND have appropriate support to meet behaviour expectations
- Monitoring the behaviour data for pupils with SEND to ensure they are not being disproportionately sanctioned
- Contributing to the analysis of behaviour data to identify any pupils who may need additional assessment or support

5.5 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Ensuring that staff understand that behaviour issues may indicate safeguarding concerns
- Advising staff on whether behaviour incidents should be handled as safeguarding concerns
- Ensuring that appropriate support is provided to pupils whose behaviour may be linked to abuse, neglect or other welfare concerns
- Working with external agencies to safeguard pupils
- Contributing to decisions about sanctions where safeguarding concerns are present

5.6 Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Work collaboratively with the school to address behaviour issues
- Attend meetings to discuss their child's behaviour when requested
- Support any behaviour plans or interventions put in place for their child
- Inform the school of any SEND, medical conditions, or other needs that may affect their child's behaviour

We recognise that some parents may face barriers to engaging with the school, and we are committed to working in partnership with all families to support positive behaviour.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Show respect for pupils' and staff's differences, including protected characteristics such as race, religion, sex, sexual orientation, gender identity, and disability
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Report concerns about bullying, discrimination or harmful behaviour

We recognise that some pupils may need additional support to meet these expectations, and we are committed to providing that support.

7. Rewards and sanctions

7.1 Our approach to rewards and sanctions

We believe that positive reinforcement of good behaviour is more effective than punishment. We aim to create a culture where good behaviour is recognised and celebrated.

However, we also recognise that:

- Clear boundaries and consequences are necessary to maintain a safe and purposeful learning environment
- Sanctions should be used proportionately and appropriately
- Highly punitive sanctions should only be used as a last resort
- Individual circumstances and needs must be taken into account when applying sanctions
- Some pupils may need additional support to meet behaviour expectations

When considering sanctions, staff will:

- Consider whether the pupil's SEND or disability has contributed to the misbehaviour
- Consider whether it is appropriate to sanction the pupil, or whether reasonable adjustments need to be made

- Consider whether the behaviour may indicate a safeguarding concern
- Consider whether the pupil has the skills and understanding to meet the expectation
- Apply sanctions consistently and fairly, while taking account of individual circumstances

7.2 List of rewards

Positive behaviour will be rewarded with:

- Praise (verbal and written)
- Positive comments on work
- Certificates merits
- Letters or phone calls home to parents to share positive news
- Special responsibilities or privileges
- Recognition in assemblies or school communications
- Rewards appropriate to individual pupils' interests and motivations

Rewards will be used to:

- Reinforce positive behaviour
- Build pupils' self-esteem and confidence
- Motivate pupils to continue behaving well
- Celebrate progress and effort, not just achievement

7.3 List of sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of expectations
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on a monitoring book
- Removal from a lesson or activity (for a short period, with work to complete)

The first step will usually be a phone call to parents/carers to discuss the concern and agree on next steps. This will be followed by a letter if necessary (see Appendix 2).

We may use isolation or internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a senior member of staff during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

However, we recognise that removal from class or isolation:

- Does not resolve the problem that is triggering the pupil's misbehaviour

- Can create a cycle of the pupil falling behind, becoming disengaged and misbehaving further
- Should only be used as a last resort after other interventions have been tried

Therefore, isolation or internal exclusion will only be used:

- When necessary to maintain the safety and wellbeing of all pupils
- For the shortest time possible
- With appropriate support to address the underlying causes of behaviour
- With a clear plan for reintegration

Pupils who do not attend a given detention will be sent to a senior member of staff and may receive an escalated sanction.

7.4 Reasonable adjustments and differentiated sanctions

We recognise that punishing a pupil for behaviour that is caused by their SEND or a mental health issue that amounts to a disability is discrimination under the Equality Act 2010.

Before applying sanctions, staff will consider:

- Whether the pupil's SEND or disability has contributed to the misbehaviour
- Whether it is appropriate to sanction the pupil, or whether reasonable adjustments need to be made to the sanction
- Whether the pupil has the skills and understanding to meet the expectation
- Whether the pupil's needs are being adequately met

Reasonable adjustments may include:

- Adapting the type or level of sanction
- Providing additional support or supervision
- Adjusting expectations or routines
- Using alternative approaches such as restorative conversations
- Implementing a personalised behaviour plan

However, we will not automatically assume that because a pupil has SEND or a disability, it must have affected their behaviour on a particular occasion. Staff will use their professional judgement for each individual situation.

7.5 Restorative approaches

Where appropriate, we will use restorative approaches to help pupils:

- Understand the impact of their behaviour on others
- Take responsibility for their actions
- Repair relationships and make amends
- Develop empathy and social skills
- Reintegrate into the school community

Restorative approaches may be used alongside sanctions or as an alternative to sanctions, depending on the circumstances.

7.6 Exclusions

Suspension (fixed-term exclusion) and permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of this policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before deciding to exclude a pupil, the Headteacher will:

- Consider whether the behaviour may be the result of unmet educational or other needs
- Consider whether reasonable adjustments have been made for pupils with SEND
- Consider whether the behaviour may indicate safeguarding concerns
- Consider alternative approaches, including support from external agencies
- Ensure that all other appropriate strategies have been tried

The decision to exclude will be made in line with our exclusions policy and statutory guidance.

We recognise that:

- Exclusion can have a significant negative impact on pupils' educational outcomes and wellbeing
- Pupils with SEND, disadvantaged pupils, and certain other groups are at higher risk of exclusion
- Exclusion should not be used for minor incidents or as a first response

When a pupil is excluded, we will:

- Ensure the pupil continues to receive their educational entitlement
- Put in place a clear plan for reintegration
- Work with parents and external agencies to address the underlying causes of behaviour
- Monitor the pupil's progress and wellbeing during and after the exclusion

National data shows that exclusions are disproportionately applied to certain groups of pupils. We are committed to monitoring our use of exclusions to ensure they are not being used disproportionately and taking action if disparities are identified.

7.7 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when:

- Representing the school, such as on a school trip, residential visit, or sports event
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Sanctions may also be applied where a pupil has misbehaved off-site at any time in a way that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

In all cases, the Headteacher will consider whether it is appropriate to notify the police or other agencies of the incident.

7.8 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to discipline the pupil in accordance with this policy.

However, we recognise that:

- Pupils may make allegations because they are experiencing abuse themselves
- Pupils with SEND may not fully understand the consequences of their allegations
- Some allegations may be the result of misunderstanding rather than malice

Therefore, before taking action, the Headteacher will:

- Discuss the matter with the Designated Safeguarding Lead to consider whether there are safeguarding concerns
- Consider whether the pupil has SEND or other needs that may have contributed to the allegation
- Consider the pupil's age and understanding
- Consider whether the allegation, even if false, indicates that the pupil needs support

Please refer to our safeguarding policy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct and ensure appropriate support is provided.

7.9 Confiscation of inappropriate items

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Parents will be contacted and, where appropriate, the items will be handed to the police (for example, in the case of weapons, illegal drugs, or stolen items).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. This may include items such as:

- Mobile phones or other electronic devices used inappropriately
- Items that cause distraction in lessons
- Items that could be used to cause harm or disruption
- Inappropriate materials

Searching pupils:

Staff may search pupils with their consent for any item.

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.

When conducting a search:

- Searches will be conducted in line with DfE guidance on searching, screening and confiscation
- Searches will be conducted by a member of staff of the same sex as the pupil, with another staff member present as a witness
- Staff will consider whether the pupil has SEND or other needs that mean a search should be conducted differently
- Where there are safeguarding concerns, the DSL will be informed

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.10 Monitoring the use of sanctions

The Headteacher will monitor the use of sanctions to ensure:

- Sanctions are being applied consistently and fairly
- Sanctions are not being used disproportionately on any group of pupils
- Highly punitive sanctions (such as isolation and exclusion) are only being used as a last resort
- Reasonable adjustments are being made for pupils with SEND
- Behaviour management approaches are effective

Where monitoring identifies concerns, the Headteacher will:

- Investigate the reasons for any disparities
- Provide additional training or support to staff
- Review and adjust behaviour management approaches
- Report findings to the Governing Body

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is where a judgement of behaviour and attitudes would be made.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment – this is unlawful
- Be recorded and reported to parents (CPOMS)

The school does not require parental consent to use reasonable force when necessary to keep pupils safe.

All incidents of physical restraint will be:

- Recorded on CPOMS with full details of the circumstances, including the pupil's needs and any triggers
- Analysed regularly by the Headteacher to identify patterns and reduce the need for future use of force
- Reviewed to ensure appropriate reasonable adjustments are in place for pupils with SEND who may require physical intervention
- Used to inform staff training needs and behaviour support strategies

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Inclusive behaviour management and pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We are committed to promoting good attitudes to learning and positive behaviour for all pupils, with particular attention to:

- Pupils who are socioeconomically disadvantaged
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils who are known, or were previously known, to children's social care (including looked-after children and previously looked-after children)
- Pupils who may face other barriers to their learning and/or wellbeing

Identifying and supporting pupils with additional needs

At Pupil Focus meetings, staff will evaluate any pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

We will consider whether challenging behaviour may indicate:

- Unmet or unidentified special educational needs
- Mental health needs
- Safeguarding concerns
- Other barriers to learning or wellbeing

Where patterns of challenging behaviour are identified, these will be flagged to the SENCO for investigation into possible unmet or unidentified SEN or mental health issues.

Reasonable adjustments for pupils with SEND

We recognise that punishing a pupil for behaviour that is caused by their SEND or a mental health issue that amounts to a disability is discrimination under the Equality Act 2010.

Before applying sanctions, staff will consider:

- Whether the pupil’s SEND or disability has contributed to the misbehaviour
- Whether it is appropriate to sanction the pupil, or whether reasonable adjustments need to be made to the sanction
- Whether the pupil’s needs are being adequately met and whether they can effectively access the curriculum

However, we will not automatically assume that because a pupil has SEND or a disability, it must have affected their behaviour on a particular occasion. Staff will use their professional judgement for each individual situation.

Staff will:

- Adapt behaviour expectations and routines for pupils with SEND based on their individual needs
- Anticipate triggers of misbehaviour and put in place preventative measures
- Make reasonable adjustments and adaptations when considering pupils' needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve
- Use timely, well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school's high expectations
- Monitor, evaluate and amend any specific approaches, reasonable adjustments, adaptations and interventions to account for pupils' changing circumstances and/or needs

Working with external agencies and parents

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. This collaborative approach will include:

1. Identifying the cause of the problem behaviour – whether related to home or school life
2. Analysing the problem – looking at behaviour logs to identify triggers and using insight from parents to paint a fuller picture
3. Developing a plan – including interventions to be run at home and at school
4. Implementing and evaluating the plan – involving parents in deciding whether the intervention was successful

If a pupil receives support from third-party professionals (such as social workers, virtual school heads for looked-after children, or other agencies), we will contact them to inform them of behavioural issues and seek their insight and support.

8.5 Safeguarding considerations

We recognise that severe, persistent or concerning behavioural issues may indicate safeguarding concerns, including possible abuse, neglect or exploitation.

When dealing with serious behaviour incidents, we will:

- Discuss concerns with the Designated Safeguarding Lead (DSL) before issuing heavily punitive sanctions
- Take time to fully understand the context for the behaviour
- Consider whether there are potential barriers to disclosure, recognition and addressing of safeguarding issues
- Consider whether the pupil should be referred to any source of external support
- Balance the needs of the individual pupil with the wellbeing and safety of the wider school community
- Offer safeguarding support to all pupils who need it, regardless of their behaviour

A pupil's safety always comes first, even when they are behaving in a very challenging way.

8.6 Proportionate use of sanctions

We are committed to using sanctions proportionately and appropriately, taking into account the individual circumstances of each pupil.

Sanctions that involve removal from the classroom or isolation will only be used:

- As a last resort, after other interventions have been tried
- When necessary to maintain the safety and wellbeing of all pupils
- For the shortest time possible
- With appropriate support to address the underlying causes of behaviour

We recognise that removing pupils from class:

- Does not resolve the problem that is triggering the pupil's misbehaviour
- Can create a cycle of the pupil falling behind, becoming disengaged and misbehaving further

Where appropriate, we will use restorative approaches to help pupils:

- Understand the impact of their behaviour on others
- Take responsibility for their actions
- Repair relationships and reintegrate into the school community
- Develop self-regulation skills

8.7 Part-time timetables

Part-time timetables will only be used in exceptional circumstances and when it is in the pupil's best interests.

When used, part-time timetables will:

- Be a short-term measure with a defined end point (not exceeding a few weeks)
- Have clear plans for supporting the pupil's return to full-time education
- Be implemented with parental agreement and regular review
- Be monitored by the Headteacher and SENCO
- Not be used as a sanction or to manage behaviour

We will ensure that pupils on part-time timetables continue to receive their educational entitlement and that appropriate support is in place to address the reasons for the reduced timetable.

9. Pupil transition

9.1 Transition within school

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). These sessions help pupils to:

- Become familiar with their new classroom and routines
- Build relationships with their new teacher
- Understand expectations for behaviour in their new class
- Feel confident and settled at the start of the new school year

To ensure behaviour is continually monitored and the right support is in place:

- Information related to pupil behaviour, including any behaviour plans, reasonable adjustments, or support strategies, will be transferred to relevant staff at the start of the term or year
- The SENCO will brief new teachers on pupils with SEND who may need differentiated behaviour management approaches
- Information about pupils who are disadvantaged, known to children's social care, or face other barriers to learning will be shared with new teachers to ensure continuity of support
- Behaviour data will be reviewed before transitions to identify pupils who may need additional support during the transition period

For pupils with significant behaviour needs:

- Transition plans will be developed in collaboration with parents, the pupil, and relevant staff
- Additional transition sessions may be provided
- Key information about triggers, de-escalation strategies, and successful approaches will be shared with new staff
- A review meeting will be held within the first half-term to ensure the transition is successful

10. Training

10.1 Staff induction

- All new staff (including temporary staff, supply teachers, and volunteers) will receive induction training on:
- The school's behaviour policy and expectations

- The pupil code of conduct
- The rewards and sanctions system
- How to record behaviour incidents on CPOMS
- The requirement to consider SEND and safeguarding before applying sanctions
- How to make reasonable adjustments for pupils with SEND
- How to identify and respond to behaviour that may indicate safeguarding concerns
- The school's approach to physical restraint and when it may be used
- Key pupils who may need differentiated behaviour management approaches

Copies of this policy, the safeguarding policy, and the staff code of conduct will be provided to all staff at induction.

10.2 Ongoing training

Behaviour management will form part of continuing professional development for all staff. Training will be provided on:

- Inclusive behaviour management approaches, including:
    - Understanding the link between SEND and behaviour
    - Making reasonable adjustments for pupils with SEND
    - Recognising and responding to behaviour that may indicate unmet needs
    - De-escalation strategies and positive behaviour support
    - Trauma-informed approaches
    - Understanding the impact of adverse childhood experiences on behaviour
- Understanding equality and diversity, including:
    - Recognising and challenging bias in behaviour management
    - Understanding the protected characteristics under the Equality Act 2010
    - Preventing discriminatory behaviour and bullying
- Safeguarding, including:
    - Recognising behaviour that may indicate abuse or neglect
    - Understanding child-on-child abuse
    - Responding to disclosures
- Specific training for individual pupils, where necessary, including:
    - Autism awareness
    - Understanding specific conditions or diagnoses
    - Managing specific behaviours safely
    - Communication strategies
- Restorative approaches and alternatives to punitive sanctions
- Physical intervention and restraint (for designated staff)
- Mental health awareness and understanding the link between mental health and behaviour

Training will be provided:

- At induction for all new staff
- Annually for all staff as part of the school's CPD programme
- As needed in response to emerging issues or new research
- When new approaches or interventions are introduced
- When behaviour data identifies areas for improvement

10.3 Specialist training

The following staff will receive specialist training:

- The Headteacher and senior leaders will receive training on:
    - Analysing behaviour data to identify disproportionate impact
    - Leading inclusive behaviour management approaches
    - Working with external agencies
    - Exclusions and alternatives to exclusion
- The SENCO will receive training on:
    - Assessing and supporting pupils with SEND who have behaviour difficulties
    - Advising staff on reasonable adjustments
    - Working with educational psychologists and other specialists
- The Designated Safeguarding Lead will receive training on:
    - The link between behaviour and safeguarding
    - Responding to behaviour that may indicate abuse
    - Working with children's social care and other agencies
- Designated staff will receive training on:
    - Physical intervention and restraint (Team Teach or equivalent)
    - This training will be refreshed regularly

10.4 Training records

A staff training log is maintained in the CPD folder, which records:

Training attended by each member of staff

- Dates of training
- Training provider
- Refresh dates for training that needs to be updated regularly

The Headteacher will monitor training records to ensure:

- All staff have received appropriate behaviour management training
- Training is refreshed regularly
- Any gaps in training are identified and addressed
- Training is effective in improving behaviour management practice

10.5 Training evaluation

The impact of training will be evaluated through:

- Staff feedback and evaluation forms
- Observation of practice
- Analysis of behaviour data
- Staff confidence surveys
- Monitoring of consistency in application of the behaviour policy

Where training is found to be ineffective, alternative training will be sourced or additional support will be provided.

11. Monitoring arrangements

11.1 Policy review

This behaviour policy will be reviewed by the Headteacher and Full Governing Body every year, or sooner if:

- There are changes to relevant legislation or statutory guidance

- Behaviour data identifies significant concerns
- The policy is found to be ineffective
- There are significant changes to the school's context or pupil population

At each review, the policy will be approved by the Headteacher and the Governing Body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the SLT and Full Governing Body every year.

11.2 Monitoring behaviour data for inclusion and equality

The school is committed to ensuring that our behaviour management approaches do not disproportionately impact any group of pupils.

The Headteacher will analyse behaviour data half-termly to identify any trends that show disproportionate impact on particular groups of pupils, including:

- Pupils with SEND (including those with EHC plans and those receiving SEN support)
- Disadvantaged pupils (those eligible for pupil premium)
- Pupils known to children's social care (including looked-after children, previously looked-after children, children in need, and children with child protection plans)
- Pupils with specific protected characteristics, including:
    - Race and ethnicity
    - Sex
    - Sexual orientation (where known)
    - Religion or belief
    - Disability
- Any other groups identified as significant to our school's context, such as:
    - Young carers
    - Pupils with English as an additional language
    - Pupils with mental health needs
    - Pupils from service families

This analysis will include reviewing:

- All behaviour incidents recorded on CPOMS, including the known protected characteristics of pupils involved
- Use of sanctions, including:
    - Detentions
    - Isolation or internal exclusion
    - Removal from lessons
    - Fixed-term suspensions
    - Permanent exclusions
- Use of physical restraint, including:
    - Frequency of use
    - Pupils involved
    - Circumstances and triggers
- Use of reasonable adjustments and differentiated approaches
- Patterns of behaviour for individual pupils and groups over time
- Attendance at detentions and compliance with sanctions

- Effectiveness of interventions and support

Where disparities are identified, the Headteacher will:

- Investigate the causes with relevant staff, including:
    - Whether staff need additional training or support in behaviour management
    - Whether particular pupils need additional support or whether reasonable adjustments need to be made
    - Whether there are systemic issues in how the policy is being applied
    - Whether certain approaches or sanctions are ineffective for particular groups
- Take action to address the disparity, which may include:
    - Adjustments to behaviour management strategies
    - Additional staff training on inclusive behaviour management, unconscious bias, or specific needs
    - Enhanced support for specific pupils or groups
    - Review of policies and procedures
    - Changes to how sanctions are applied
    - Introduction of alternative approaches such as restorative practice
    - Increased involvement of parents and external agencies
- Monitor the impact of actions taken to ensure disparities are reduced

The Headteacher will report findings and actions to the Governing Body termly, including:

- Summary of behaviour data by pupil group
- Any disparities identified
- Actions taken to address disparities
- Impact of actions taken
- Any ongoing concerns or areas for development

11.3 Recording behaviour incidents

All behaviour incidents must be recorded on CPOMS promptly and accurately, including:

- **The nature of the incident**, including:
    - What happened
    - Where and when it happened
    - Who was involved
    - Any triggers or context
- **The action taken**, including:
    - Immediate response
    - Sanctions applied
    - Support provided
    - Whether parents were contacted
- **Any reasonable adjustments made**, including:
    - Adaptations to sanctions
    - Additional support provided
    - Different approaches used
- **Any safeguarding concerns identified**, including:

    - Whether the DSL was consulted
    - Whether a referral was made
    - Support provided
- **Whether SEND was considered as a factor**, including:
    - Whether the SENCO was consulted
    - Whether the behaviour may indicate unmet needs
    - Whether additional assessment is needed

This information will be used to:

- Monitor individual pupils' behaviour over time and identify patterns
- Identify triggers and develop effective support strategies
- Evaluate the effectiveness of interventions
- Ensure consistency in application of the behaviour policy
- Identify any disproportionate impact on particular groups
- Inform staff training needs
- Report to parents and governors
- Support transition to new classes or schools

Staff will receive training on how to record behaviour incidents accurately and consistently.

11.4 Monitoring the effectiveness of the policy

The Headteacher will monitor the effectiveness of this policy through:

- Regular analysis of behaviour data (see section 11.2)
- Observations of behaviour management practice
- Learning walks and classroom observations
- Staff feedback and surveys
- Pupil voice activities, including:
    - Pupil surveys on behaviour and safety
    - School council discussions
    - Focus groups with specific pupil groups
- Parent feedback and surveys
- Review of behaviour plans and interventions
- Monitoring of staff training and its impact
- Analysis of exclusions and alternatives to exclusion
- Monitoring of complaints related to behaviour management

Indicators of an effective policy include:

- A calm, orderly and purposeful learning environment
- Positive relationships between staff and pupils
- Low levels of disruption to learning
- Consistent application of rewards and sanctions
- No disproportionate impact on any group of pupils

- Effective support for pupils with additional needs
- Positive feedback from pupils, parents and staff
- Reducing need for highly punitive sanctions over time
- Successful reintegration of pupils who have been excluded or isolated
- Effective identification and support for pupils with unmet needs

Where the policy is found to be ineffective, the Headteacher will:

- Identify the specific areas of concern
- Consult with staff, pupils, parents and governors
- Research alternative approaches and best practice
- Make amendments to the policy
- Provide additional training and support to staff
- Monitor the impact of changes

11.5 Monitoring by governors

The Governing Body will monitor the implementation and effectiveness of this policy through:

- Receiving termly reports from the Headteacher on behaviour data and any disparities identified
- Reviewing the annual behaviour report, which includes:
    - Summary of behaviour incidents and trends
    - Analysis by pupil group
    - Use of sanctions, including exclusions
    - Use of physical restraint
    - Effectiveness of interventions
    - Staff training undertaken
    - Actions taken to address any disparities
    - Pupil, parent and staff feedback
- Conducting governor visits focused on behaviour and inclusion
- Reviewing complaints related to behaviour management
- Ensuring the school complies with its duties under the Equality Act 2010
- Holding the Headteacher to account for the consistent and fair implementation of the policy
- Reviewing the policy annually and approving any amendments

Governors will challenge the Headteacher where:

- Behaviour data shows disproportionate impact on any group of pupils
- The policy is not being implemented consistently
- Staff training is inadequate
- Exclusions are high or increasing
- There are repeated complaints about behaviour management
- The policy is not effective in promoting positive behaviour

12. Links with other policies

This behaviour policy is linked to the following policies and should be read in conjunction with them:

- Safeguarding and child protection policy – including procedures for identifying and responding to behaviour that may indicate abuse or neglect
- Anti-bullying strategy – setting out our approach to preventing and addressing all forms of bullying
- Code of conduct for staff – setting out expectations for staff behaviour and professional standards
- Equality policy – setting out our commitment to equality and our duties under the Equality Act 2010
- SEND policy – setting out our approach to identifying and supporting pupils with SEND
- Exclusions policy – setting out the procedures for suspension and permanent exclusion
- Attendance policy – setting out our approach to promoting good attendance and addressing absence
- Searching, screening and confiscation policy – setting out the procedures for searching pupils and confiscating items
- Use of reasonable force policy – setting out when and how reasonable force may be used
- Online safety policy – including procedures for addressing cyberbullying and online behaviour issues
- Relationships and sex education (RSE) policy – including teaching about healthy relationships and preventing harmful behaviour
- Whistleblowing policy – setting out how staff can raise concerns about behaviour management practice
- Complaints policy – setting out how parents can raise concerns about behaviour management
- Lone working policy – including safety considerations when managing behaviour
- Health and safety policy – including risk assessments for pupils with challenging behaviour

All policies are available on the school website or from the school office on request.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- The school promotes good attitudes to learning and positive behaviour for all pupils, with particular attention to those who are disadvantaged, have SEND, are known to children's social care, or face other barriers to learning
- Behaviour management approaches are inclusive and take account of individual pupils' needs, with reasonable adjustments made where necessary
- Sanctions are used proportionately, and highly punitive sanctions are used only as a last resort
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Force is never used as a punishment
- The behaviour policy is understood by pupils and staff
- Behaviour data is monitored regularly to identify any disproportionate impact on particular groups of pupils, and action is taken to address any disparities
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Where appropriate, restorative approaches are used to help pupils understand the impact of their behaviour and repair relationships
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Behaviour issues are considered in the context of safeguarding, and support is offered to pupils who may be experiencing abuse, neglect or other welfare concerns

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the SLT and Full Governing Body every year.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear Parent/ Carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Headteacher

_____

Headteacher signature:

_____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:
_____

Parent name:
_____

Parent signature:
_____

Date: _____

Second behaviour letter

Dear Parent/Carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Headteacher

_____

Headteacher signature:

_____

Date: _____

Third behaviour letter

Dear Parent/Carer,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Headteacher

_____

Headteacher signature:

_____

Date: _____